



GCE MARK SCHEME

SUMMER 2015

HISTORY - UNIT HY4  
PERIOD STUDY 7

ASPECTS OF THE HISTORY OF EUROPE  
c. 1815-1917

1234/07



**HISTORY**  
**MARK SCHEME**  
**HY4**  
**PERIOD STUDY 7**  
**ASPECTS OF THE HISTORY OF THE HISTORY OF EUROPE c. 1815-1917**  
**SECTION A**

**Distribution of marks within each level for each question, explaining the weighting for each assessment objective.**

|                | <b>AO1a</b> | <b>AO1b</b> | <b>Total</b> |
|----------------|-------------|-------------|--------------|
| <b>Level 1</b> | 1 mark      | 1-3 marks   | 4            |
| <b>Level 2</b> | 2-3 marks   | 4-11 marks  | 14           |
| <b>Level 3</b> | 4-6 marks   | 12-16 marks | 22           |
| <b>Level 4</b> | 7-10 marks  | 17-22 marks | 32           |
| <b>Level 5</b> | 11-12 marks | 23-28 marks | 40           |

**Marking guidance**

**Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

**Quality of written communication**

This issue is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

## ASSESSMENT GRID FOR SECTION A ESSAYS

Target: AO1

Total mark: 40

Focus: *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about key concepts*

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| <b>Level 1</b>   |
| <p>Generally at this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar</p> <p><b>Award 0 for incorrect or incomplete answers.</b></p> |

| <b>Level 1</b> | <b>Assessment Objective 1(a)</b>  | <b>Assessment Objective 1(b)</b>  |
|----------------|---|---|
|                | <b>(1 mark)</b>   | <b>(1-3 marks)</b>  |
|                | <p>The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar.</p> | <p><b>Low Level 1: 1 mark</b></p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p><b>High Level 1: 2 -3 marks</b></p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p> |

## Level 2

Generally at this level, candidates will show evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

| Level<br>2 | Assessment Objective 1(a)   | Assessment Objective 1(b)   |
|------------|---|---|
|            | (2-3 marks)   | (4-11 marks)  |
|            | <p><b>Low Level 2: 2 marks</b></p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>High Level 2: 3 marks</b></p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with mostly appropriate vocabulary, spelling, punctuation and grammar.</p> | <p><b>Low Level 2: 4-7 marks</b></p> <p>The answer will begin to show some evidence of limited understanding and explanation of factors. It will offer some comments about the relationships between the key issues and features of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; these answers may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p><b>High Level 2: 8-11 marks</b></p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key historical features and characteristics in relation to the question set. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p> |

## Level 3

Generally at this level, candidates will show evidence of understanding through analysis and explanation. They will reach a judgement about the key concepts supported by the arguments they deploy. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

| Level<br>3 | Assessment Objective 1(a)   | Assessment Objective 1(b)   |
|------------|---|---|
|            | (4-6 marks)   | (12-16 marks)   |
|            | <p><b>Low Level 3: 4 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p> <p><b>Mid Level 3: 5 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p> | <p><b>Low Level 3: 12 marks</b></p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well be a largely narrative account but with some attempt to provide a judgement on the question set. The judgement, though present at some point in the response, tends not to be supported by the argument being made though it may well have factual support.</p> <p><b>Mid Level 3: 13-14 marks</b></p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a judgement on the question set. The judgement, though present at some point in the response, tends to be partially supported by the argument being made in the response. The responses may follow a listing approach but there will be some focus and judgement on the key concept in the question set.</p> |

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|  | <p><b>High Level 3: 6 marks</b></p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p> | <p><b>High Level 3: 15-16 marks</b></p> <p>The answer has a clear focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set. The judgement, though present at some point in the response, is generally supported by the argument being made in the response. These responses may well discuss the key issue in the question set when coming to a judgement by considering factors for and against, often as two half essays.</p> |
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## Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently with appropriate spelling, punctuation and grammar.

| Level<br>4 | Assessment Objective 1(a)   | Assessment Objective 1(b)   |
|------------|---|---|
|            | (7-10 marks)  | (17-22 marks)   |
|            | <p><b>Low Level 4: 7 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar.</p> <p><b>Mid Level 4: 8 marks</b></p> <p>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.</p> | <p><b>Low Level 4: 17-18 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated judgement regarding the key concepts though there may be some lack of focus in sustaining the judgement.</p> <p><b>Mid Level 4: 19-20 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated and sustained judgement regarding the key concepts.</p> |

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|--|---|--|
|  | <p><b>High Level 4: 9-10 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p> | <p><b>High Level 4: 21-22 marks</b></p> <p>The answer has a focus on the key concept in the question set and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response. These responses will demonstrate valid analysis and explanation of the key issues to reach a substantiated, supported and sustained judgement regarding the key concepts.</p> |
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## Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the key concepts. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language and structure, and using spelling, punctuation and grammar with a high degree of accuracy

| Level<br>5 | Assessment Objective 1(a)  | Assessment Objective 1(b)   |
|------------|--|---|
|            | (11-12 marks)  | (23-28 marks)   |
|            | <p><b>Low Level 5: 11 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p><b>High Level 5: 12 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p> | <p><b>Low Level 5: 23-25 marks</b></p> <p>The answer has throughout a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering most of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p> <p><b>High Level 5: 26-28 marks</b></p> <p>The answer sustains a specific focus on discussing the key concepts in the question set. The answer will include supporting arguments covering the whole of the period set in the question. Understanding is further shown through well focussed analysis and evaluation of the key features and characteristics of the historical period which leads to a substantiated, sustained and integrated judgement regarding the key concepts such as causation, consequence, continuity, change and significance.</p> |

## INDICATIVE CONTENT FOR SECTION A QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **‘The domestic reforms of Napoleon III were timid in design and limited in impact.’ Discuss.**

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, the domestic reforms of Napoleon III. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of his domestic reforms in the context of their design and impact. In order to reach a substantiated judgement about domestic reforms, candidates may consider and debate a range of issues such as:

- the relationship between the key characteristics influencing the design and impact of domestic reforms
- the reforms were designed to heal the divisions in French society; to promote economic and social well being; the reforms could be seen as strong in design and serious in intent e.g. free trade was not a timid option
- Napoleon was an idealist who genuinely believed in his attempts to secure social justice
- arguably however, the political reforms did not go far enough because they did not alter the basic features of the regime. The social and economic reforms were merely paternalistic palliatives, which suggests that they were timid in design
- the liberalisation and welfare policies were only skin deep and there were only limited positive economic achievements at home
- however, there were some real and lasting domestic improvements which challenge the assumption that they had limited impact. The French people were given what they wanted, greater prosperity and the guarantee of stability
- for some the Second Empire represented repression, reaction and stagnation and this represented a hiatus in the development of France
- however, the reforms may have had a greater impact if they had received greater support in the Chamber.

## INDICATIVE CONTENT FOR SECTION A QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **‘The Tsarist regime was far more secure in 1914 than it had had been in 1905.’ Discuss.**

Candidates are expected to consider and debate, over and within the given period, the full range of issues that affected the key concept in the question – in this case, the stability of the Tsarist regime. They will consider a range of key concepts such as causation, consequence, continuity, change and significance where appropriate and also the relationship between the key characteristics and features associated with the issue in the question.

Candidates will offer an analysis and evaluation of the stability of the Tsarist regime in the context of an understanding of the state of the regime at different moments in time. In order to reach a substantiated judgement about the Tsarist regime, candidates may consider and debate a range of issues such as:

- the relationship between the key characteristics influencing the fate of the Tsarist regime
- the extent to which there was continuity as well as change in the attitudes to the Tsarist regime during and over this period
- the position of the Tsarist regime in 1905
- the implications of the 1905 revolution
- the extent to which the 1905 revolution was a threat to the Tsarist regime
- demands for political and economic reform; peasant problems and the urban working class; which meant that it was a serious criticism of the regime
- the issue of the Franchise law and the subsequent Fundamental Laws, the government indicated that it had reasserted its control over the situation so that it was not very serious. So that it was not insecure in 1905
- the fact that the Tsar had made concessions revealed the vulnerability of the regime following 1905
- the continuing vulnerability of the regime because of the land and industrial problems, administrative chaos, and the work of revolutionary groups after 1905
- on the other hand Russia arguably was in a more stable state before the outbreak of war in 1914, Russia was evolving into a more Modern European state. Russia had recovered remarkably since 1905 and the prospects of stable evolutionary government were good
- on the other hand the Tsarist regime was incapable of effective reform so that revolutionary feeling had grown inside Russia by 1914
- there was general dissatisfaction with the Tsarist regime which created a heightened revolutionary climate which was exploited at home
- it was less secure because nothing had really changed; the relative passivity of the population should not have been confused with outright support for the Tsarist government. It had been secured on the basis of coercion and not contract and consent
- the regime was vulnerable throughout the period but the fate of the regime was decided by the First World War which created social and economic problems; which in turn weakened its resilience in the face of revolutionary threats; especially in the context of a regime which refused to reform itself.

## SECTION B

**Distribution of marks within each level for each question, explaining the weighting for each assessment objective.**

|                | <b>AO1a</b> | <b>AO1b</b> | <b>Total</b> |
|----------------|-------------|-------------|--------------|
| <b>Level 1</b> | 1 mark      | 1-3 marks   | 4            |
| <b>Level 2</b> | 2-3 marks   | 4-11 marks  | 14           |
| <b>Level 3</b> | 4-6 marks   | 12-16 marks | 22           |
| <b>Level 4</b> | 7-10 marks  | 17-22 marks | 32           |
| <b>Level 5</b> | 11-12 marks | 23-28 marks | 40           |

### **Marking guidance**

#### **Deciding on the mark point within a level**

The first stage for an examiner is to decide the overall level and then whether the work represents high, mid or low performance within the level.

#### **Quality of written communication**

This issue is determined by the quality of written communication as described in the level descriptor in which the answer has been placed. Examiners should place the response at the appropriate sub-level. If the quality of the written communication descriptor is warranted, then the highest mark within that sub-level should be awarded.

## ASSESSMENT GRID FOR SECTION B ESSAYS

Target: AO1

Total mark: 40

**Focus:** *Recall, selection and deployment of appropriate historical knowledge; demonstrate understanding of the past through explanation, analysis and arriving at substantiated judgements about the relationships between key features and characteristics of the period studied*

### Level 1

Generally for this level, the candidate's response will be brief and / or irrelevant to the question set. They may recall some historical knowledge and they will show some accuracy in spelling, punctuation and grammar

**Award 0 for incorrect or incomplete answers.**

| Level<br>1 | Assessment Objective 1(a)  | Assessment Objective 1(b)  |
|------------|--|--|
|            | (1 mark)   | (1-3 marks)  |
|            | The candidate is able to recall some historical knowledge and there is some accuracy in spelling, punctuation and grammar. | <p><b>Low Level 1: 1 mark</b></p> <p>The answer will be limited to generalised comments on the topic with little understanding of the concept set in the question and is generally irrelevant.</p> <p><b>High Level 1: 2-3 marks</b></p> <p>The answer will be limited to some comments on the topic with little understanding of the concept set in the question.</p> |

## Level 2

Generally for this level, candidates will show appropriate evidence of understanding in their explanation of the key concept set in the question. They will show evidence of understanding through limited analysis and explanation. There will be some attempt at an historical overview. They will offer some judgement about the key concepts. They will be able to recall, select and deploy some relevant historical knowledge appropriately. The candidates will convey meaning with some clarity and with appropriate vocabulary, although there may be errors in spelling, punctuation and grammar.

| Level<br>2 | Assessment Objective 1(a)   | Assessment Objective 1(b)  |
|------------|---|--|
|            | (2-3 marks)   | (4-11 marks)   |
|            | <p><b>Low Level 2: 2 marks</b></p> <p>The candidate is able to recall, select and deploy some general knowledge of the period with appropriate vocabulary, spelling, punctuation and grammar although there may be errors seen</p> <p><b>High Level 2: 3 marks</b></p> <p>The candidate is able to recall, select and deploy general knowledge of the key issues in the period set with some appropriate vocabulary, spelling, punctuation and grammar.</p> | <p><b>Low Level 2: 4-7 marks</b></p> <p>The answer will begin to show some evidence of limited analysis and explanation of factors. It will offer some judgement about the relationships between the key issues and features of some of the historical period. The answer will be generally focussed on the topic area and has some basic explanation of something in the question; the answer may well be a narrative account with little attempt to provide a judgement on the question set.</p> <p><b>High Level 2: 8-11 marks</b></p> <p>The answer will begin to focus on the set question and will show some limited analysis and explanation of the concept set in the question. It will offer some judgement about the relationship between the key features and characteristics of some of the historical period. There will be some attempt at an historical overview. The answer will be relevant and valid but with a weak or sketchy focus on the key concept in the question; a largely topic based response with little specific judgement offered on the question set.</p> |

## Level 3

Generally at this level, candidates will show appropriate evidence of understanding through analysis and explanation. There will be some attempt at an historical overview. There will be some attempt to make historical connections and show an appreciation of change and continuity over time. They will reach a judgement about the key concepts supported by the arguments they deploy. They will reach a judgement about the relationships between the key features and characteristics of the period studied. Candidates will recall, select and deploy relevant historical knowledge and will convey meaning clearly and with appropriate vocabulary, organisation and spelling, punctuation and grammar.

| Level<br>3 | Assessment Objective 1(a)  | Assessment Objective 1(b)  |
|------------|--|--|
|            | (4-6 marks)  | (12-16 marks)  |
|            | <p><b>Low Level 3: 4 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with some appropriate vocabulary, spelling, punctuation and grammar.</p>                             | <p><b>Low Level 3: 12 marks</b></p> <p>The answer has some focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer some valid discussion, covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p>                         |
|            | <p><b>Mid Level 3: 5 marks</b></p> <p>The candidate is able to recall, select and deploy some relevant historical knowledge with reasonable organisation and with appropriate vocabulary, spelling, punctuation and grammar.</p> | <p><b>Mid Level 3: 13-14 marks</b></p> <p>The answer has an appropriate focus on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid discussion and judgement, covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be an attempt at an historical overview. The answer may well be a largely narrative account but there will be some attempt to provide supporting arguments for the judgement made.</p> |

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|--|---|--|
|  | <p><b>High Level 3: 6 marks</b></p> <p>The candidate is able to recall, select and deploy generally relevant historical knowledge and the response will be clearly expressed with appropriate language and structure and appropriate spelling, punctuation and grammar.</p> | <p><b>High Level 3: 15-16 marks</b></p> <p>The answer is focussed on the key concept in the question set and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and broadly balanced discussion covering some or most of the period set, about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. There will be a clear attempt at an historical overview. The answer may well contain some narrative but there will be an attempt to provide supporting arguments to reach a broadly balanced judgement on the question set.</p> |
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## Level 4

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and mostly sustained judgement about the relationships between the key features and characteristics of the period studied. There will be a mostly sustained attempt at an historical overview. There will be a mostly sustained focus to make historical connections and show an appreciation of the complexities of change and continuity, drawing together developments from across the period study and from across a range of different perspectives. They will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and fluently using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

| Level<br>4 | Assessment Objective 1(a)  | Assessment Objective 1(b)   |
|------------|--|---|
|            | (7-10 marks)<br><br><b>Low Level 4: 7 marks</b><br><br>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer shows organisation, appropriate language and structure and appropriate spelling, punctuation and grammar. | (17-22 marks)<br><br><b>Low Level 4: 17-18 marks</b><br><br>The answer has a clear focus on the key concept in the question set, drawing together some developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and meaningful discussion covering most of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated judgement on the question set so that the judgement is substantially supported by the arguments being made in the response. |
|            | <b>Mid Level 4: 8 marks</b><br><br>The candidate is able to recall, select and deploy mostly accurate, relevant and precise historical knowledge; the answer communicates clearly with appropriate language and structure and appropriate spelling, punctuation and grammar.               | <b>Mid Level 4: 19-20 marks</b><br><br>The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives, and is able to show evidence of understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response.                     |

|  |   |   |
|--|---|---|
|  | <p><b>High Level 4: 9-10 marks</b></p> <p>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge; the answer communicates accurately, clearly and fluently, using appropriate language and structure, using spelling, punctuation and grammar generally with a high degree of accuracy.</p> | <p><b>High Level 4: 21-22 marks</b></p> <p>These responses will reach a mostly substantiated, supported and sustained judgement regarding the key concepts. The answer has a focus on the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives and is able to show evidence of a thorough understanding by valid analysis and explanation. The candidate is able to offer a valid and balanced discussion covering most or all of the period set about the relationships between key features and characteristics in relation to the key concept set in the question such as causation, consequence, continuity, change and significance. The answer will include specific supporting arguments to reach a mostly substantiated and sustained judgement on the question set. The judgement is substantially supported by the arguments being made in the response.</p> |
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## Level 5

Generally for this level, candidates will show understanding through analysis and explanation to reach a substantiated and fully sustained judgement about the relationships between the key features and characteristics of the period studied. Candidates will use an evaluative synoptic approach which draws together developments from across the period study and from across a range of different perspectives, as appropriate. There will be a fully sustained focus on providing an historical overview, to make historical connections and show an appreciation of the complexities of change and continuity throughout the full period set. Candidates will recall, select and deploy accurate, relevant and precise historical knowledge. Candidates will communicate accurately and lucidly using appropriate language, structure, spelling, punctuation and grammar with a high degree of accuracy.

| Level<br>5 | Assessment Objective 1(a)  | Assessment Objective 1(b)   |
|------------|--|---|
|            | (11-12 marks)  | (23-28 marks)   |
|            | <p><b>Low Level 5: 11 marks</b><br/>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge. Answers will be fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar, and showing appropriate language and structure.</p> <p><b>High Level 5: 12 marks</b><br/>The candidate is able to recall, select and deploy accurate, relevant and precise historical knowledge is recalled, selected and deployed. Answers will be lucid and coherent, fluent and well-organised with a high degree of accuracy in the use of spelling, punctuation and grammar and demonstrating appropriate language and structure.</p> | <p><b>Low Level 5: 23-25 marks</b><br/>The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts, such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts to reach a substantiated and sustained judgement covering most of the period set.</p> <p><b>High Level 5: 26-28 marks</b><br/>The answer has throughout a specific focus on discussing the key concept in the question set, drawing together developments from across the period study and from across a range of different perspectives. Understanding is shown through well focussed analysis and evaluation of the key concepts such as causation, consequence, continuity, change and significance, which leads to a substantiated and sustained judgement regarding the set question. The answer will include supporting arguments covering change and continuity and other key characteristics and concepts within the period set to reach a highly substantiated and sustained judgement. The response offers a meaningful discussion of the key issue in the question and comes to a balanced judgement that is sustained and integrated; fully focussed on the key issue in the question and covering the full period set.</p> |

## INDICATIVE CONTENT FOR SECTION B QUESTION 1

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **To what extent was the Eastern Question the main influence on international relations in the period 1815-1914?**

Candidates are expected to analyse, evaluate and explain over and within the given period, the interconnections and relationships between the full range of key features and issues that affected the key concept in the question – in this case, the main influences on international relations in this period. This will include a range of historical perspectives and key concepts such as causation, consequence, continuity, change and significance, as appropriate. In order to reach a substantiated judgement, candidates should discuss and debate the extent to which there was continuity as well as change during and over this period.

Candidates will be required to consider the relationship between the main themes, key features, influences and characteristics which affected international relations in this period. Candidates will be required to discuss the extent, pace and rate of change in international relations as well as continuity over and within the set period.

Candidates may consider some of these issues, historical perspectives, key characteristics and themes in their discussion:

- the impact made by Eastern Question across the whole period
- national prestige and interests demanded that each power did not allow its rivals to gain greater influence in South eastern Europe
- the fate of the Turkish Empire became a source of rivalry and suspicion among the major European powers because they were unable to agree upon a solution to the problem
- in the absence of any such collective agreement the Eastern Question resulted in a series of crises which damaged relations and heightened international tensions including the Greek revolt and the Crimean War
- the balance between other influences such as war and alliances; the preservation of the balance of power, revolution, nationalism and the attitude of those in authority varied across the period and for different reasons
- French colonial policy and British preoccupation with expansion
- the powers' preoccupation with economic growth and commercial expansion abroad. This in turn created colonial rivalries and tensions in Africa, Asia, the eastern Mediterranean and the Near East;
- the rise of Balkan nationalism
- the relative importance of the growth of the Prussian economy and the corresponding growth in military power
- rapid industrialisation led to increased competition for markets and raw materials
- the extent to which colonial rivalry in Africa ceased to be the object of serious rivalry and essentially became a way in which the European powers worked out their differences and avoided wars
- the extent to which international agreements and alliances resolved differences between the powers and contributed to the balance of power.

## INDICATIVE CONTENT FOR SECTION B QUESTION 2

*NOTE: This content is not prescriptive and candidates are not expected to mention all the material referred to below. Each answer will be assessed on its merits according to the generic mark scheme as well as the indicative content.*

### **Discuss the view that political leadership was mainly responsible for the development of Germany in the period 1815-1914?**

Candidates are expected to analyse, evaluate and explain over and within the given period, the interconnections and relationships between the full range of key features and issues that affected the key concept in the question – in this case the factors that led to development of Germany in this period. This will include a range of historical perspectives and key concepts such as causation, consequence, continuity, change and significance, as appropriate. In order to reach a substantiated judgement, candidates should discuss and debate the extent to which there was continuity as well as change during and over this period.

Candidates will be required to consider the relationship between the main themes, key features, influences and characteristics which affected the development of Germany. Candidates will be required to discuss the extent, pace and rate of change in the development of Germany as well as continuity over and within the set period.

Candidates may consider some of these issues, historical perspectives, key characteristics and themes in their discussion:

- the different attitudes of those in authority and government to the development of Germany. By 1871 Germany had been transformed from a loose confederation of states into a continental power
- the experience of the Napoleonic era of defeat, occupation and liberation politicised Germany
- the role of the Confederation might appear as a negative force or regrouped political leadership
- Bismarck engineered a nation state
- the Kaiser reinforced and extended the work of Bismarck and transformed Germany into a world power
- in all this, political leadership did influence the development of Germany.
- the balance between other influences such as economic development, culture and the growth of nationalism
- the impact made by the war across the whole period including the Napoleonic Wars; Austro Prussian War, the Franco Prussian and the First World War
- Bismarck used wars to defend German interests, whilst the Kaiser used it to expand German interests
- the relative importance of war politicised a nationalist tradition. However, the impact of a movement to unite Germany may have been the driving force for the development of Germany, but without the vision and ambition of the leaders it would never have happened
- the relative importance of the economic and cultural development of Germany
- war, nationalism and economic factors were significant throughout the period and helped shape political development
- economic expansion increased the national sense of power and ambition